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PROGRAM REVIEW REPORT
PART I. Original Submission by ESP (January, 1975)

INSTRUCTIONAL PROGRAM REVIEW

ETHNIC STUDIES PROGRAM

SPRING 1974

I. DEPARTMENTAL OBJECTIVES

A. PRIMARY OBJECTIVES

1. To further develop the academic discipline of Ethnic Studies in Hawaii.

- a. "A man without knowledge of his heritage is like a tree without roots." The Ethnic Studies Program fills a critical void in the education of any local student who has grown up in a community as rich as Hawaii in both the traditions brought here by many peoples and the fusing of these traditions into the unique multi-ethnic community that is Hawaii.
- b. The opportunities this affords for social and cross-cultural study is limitless. In turn, the development of such a field of study not only has unmeasurable value for the people of Hawaii, but offers a gateway to understand and participate in the building of the emerging Pacific Community.

The Romanzo Adams Social Research Laboratory could be said to be the first pioneer of Ethnic Studies in Hawaii. It was a beginning in defining and developing a discipline that would record and analyze the experiences and conditions of the people of Hawaii. For the first time an academic program sought to discern the uniqueness and diversity of each of the 11 major ethnic groups that comprise Hawaii's people.

- c. The passing of the Romanzo Adams school and its scholars--Adams, Lind, Glick, Hormann--brought an end to the development of this discipline. But it did not bring an end to the community need for such a program.
- d. Spurred by student demand and later a legislative mandate, the faculty and administration created the present Ethnic Studies Program in 1969. From then to now it has been an uphill battle to carry on the work begun by those earlier sociologists, to develop the discipline to a higher level, and to respond to the students' and community's demands for a program of their own.
- e. This was achieved in 1972 when the Program staff was finally composed of a majority of local born educators--who had both an indigenous understanding of the experiences being studied and a motivation to develop a program that would meet the community's needs. They re-affirmed the view that an Ethnic Studies discipline could best be developed by keeping the study of each ethnic group together under one departmental organization. This enabled the free interchange and coordination of research, data, analysis and methods so critically needed for a fledgling discipline and necessary for the proper study and teaching of an "interdisciplinary" reality.

- f. The work in developing materials has been limited to the semester-to-semester teaching loads. This is perhaps a major weakness as there are many gaps in the materials, understanding, analysis of the Ethnic Experience in Hawaii.
- 2. To continue to develop the affective value of Ethnic Studies as a subject.
 - a. Beyond the standard acquisition of data, analysis, and methodology, the Ethnic Studies Program has the added value to the student in building a sense of one's history, of finding one's roots, and of developing a positive sense of identity. This positive identity is especially important for those students who have conflict within themselves and in contact with others because of their skin color and cultural background.
 - b. It is in the context of the 200 level courses that we also attempt to develop the affective side to Ethnic Studies. Pride and dignity in one's past is developed; but not at the expense of also appreciating the history and accomplishments of other ethnic groups. An understanding of Hawaiian history helps give direction to lab discussions on what is local culture, what is a local, the problem of self-hatred, etc. Another aspect of understanding one's roots is to see the history of ethnic groups as a history of struggle to better oneself and Hawaii. It follows that struggles to solve contemporary problems is just part of a continuum of struggles by our ancestors. So an examination of contemporary Hawaii and its problems is also a part of the 200 level courses.
 - c. This affective value was possible not only because of the content and the perspective this content is presented in, but the fact that the Program's policy is to hire and integrate students into its staff. These are students who have grown up in Hawaii and for whom the ethnic experience is a past and present reality. For example, the Japanese Ethnic Studies course, which is composed of 90% students of Japanese ancestry, have predominantly Japanese student lab leaders. The Hawaiian course has Hawaiian lab leaders and the Pilipino course has Pilipino lab leaders. This enables the staff to develop materials that are first of all relevant and interesting and to secondly develop meaningful interaction with students in the course.
- 3. To develop educational methodology to present the materials in a meaningful way.
 - a. The Program recognizes that developing the materials is only half the task--conveying it in an interesting and relevant manner is another major task.
 - b. The Program takes the position that a student's grade is mostly a reflection of how well we have done our job in developing a meaningful educational experience for our students. For this

reason we maintain a continuous open channel to solicit student feed-back and criticisms on course materials, presentations, and organization. Students are even brought into curriculum design committees. Student evaluations are used every semester and taken seriously in evaluating our work. Every aspect of our courses are under continuous evaluation which has enabled us to make many important improvements.

- c. The Program makes every effort to maintain a seminar atmosphere in all classes--even those with a hundred and more students (up to 250). Use of varied methods such as slide shows, video tapes, field trips, panels, action projects as well as a major dependence on small student discussion groups, helps to maintain a personal and dynamic educational experience.
 - d. Personal contact with the students is extremely important to the Program. Education is a human process that involves personal interchange.
4. To develop and maintain an orientation among both Program faculty and students that academics cannot be separated from community needs--to continually offer assistance to the community and to be conscious of creating practical value in our work.
- a. The Program makes a point to recruit staff members that are actively involved in communities outside the University. This not only enables them to bring an added dimension to the classroom but enables the Program to be more aware of and responsive to problems and issues that face Hawaii's ethnic communities.
 - b. Through field trips students are taken off campus and into various communities to obtain direct contact with the people and experiences they are learning about. Action projects take this a step further in enabling students to become involved in understanding and helping to solve ethnic problems.
5. To compliment the total education of the student.

(See Section I, Part C, Items 1 and 2)

B. SECONDARY OBJECTIVES

1. It has been almost universally agreed upon by those most closely involved in the Ethnic Studies Program, that the Program has a role in serving as a link in bringing at least several hundred students in particular, and the University in general, closer to Hawaii's community. We see this as a give and take situation. On one hand, it is imperative to develop programs that can take information about the history of ethnic groups in Hawaii to the community. This could take the form of staff and students in the Ethnic Studies Program developing lectures, skits, slide shows, etc. that would be presented to various communities in Hawaii. On the other hand, it is essential that students be afforded the opportunity to go out and involve themselves in ethnic communities. There is much about Hawaii and her

peoples that can never be obtained by purely turning towards books. Learning how to communicate with people from various socio-economic-ethnic backgrounds in order to solve problems is an essential part of the educational experience of any University of Hawaii student who plans to make Hawaii his or her home. The University has too long been criticized as an ivory tower that turns out people alienated from the "real world".

2. There is a growing demand on the part of students to major in Ethnic Studies. For the past two years or so, these students have been accommodated by the Liberal Studies Program. While the major emphasis in the Ethnic Studies Program for the past year has been to bolster our course offerings, we see the need for creating a more formalized program for students who plan to major in Ethnic Studies. At the present time the staff of the Ethnic Studies Program leans towards developing a proposal not unlike the Hawaiian Studies Program. It would still be administered by the Liberal Studies Program, but requirements for an Ethnic Studies major would be more clearly stated. Forty-five credits would be the minimum required for the major equivalent. The forty-five credits would be divided into three sections: 15 credits of Ethnic Studies courses (five three credit courses--three 200 level courses and two 300 level courses); 15 credits from a selection of courses taken from Anthropology, Economics, History, Political Science, and Sociology; and 15 credits from IS 311V which will be used for a community action/research project.
3. Another objective of the Ethnic Studies Program is to publish materials relevant to ethnic groups in Hawaii.
 - a. Because of an absence of good textbooks on ethnic groups in Hawaii, each of our courses have had to put together a reader. While parts of the reader include research done by our staff, most of it is comprised of articles found elsewhere. We plan to get these anthologies of readings published for the use of our students, community college students, high school students, and the interested public.
 - b. Students who have engaged in project work have had their final product printed. Examples of these works are a pamphlet on Hawaiian Organizations and an instructional resource guide of government and State agencies who have information on ethnic groups in Hawaii, or who have information needed by ethnic community organizations. Articles and pamphlets on Japanese investment in Hawaii, Chinese Organizations, and studies on the extent of the influence that Chinese and Japanese politicians and businessmen have in Hawaii are in the process of being completed.

Students in community projects help to put out community newspapers. These newspapers are produced with the specific community's needs in mind.

- c. We also try to get outside newspapers and periodicals to publish the results of our research. The Hawaii Observer has published articles written by three of our staff members. The Hawaii Herald has also printed articles that were written by a member of our staff.
 - d. The Ethnic Studies Program sees a need for starting a new periodical devoted to articles written by local people about Hawaii. This new periodical would have a format not unlike Hawaii Pono Journal or Social Process in Hawaii.
 - e. There is also a need for obtaining and publishing oral histories.
4. The Ethnic Studies Program should take the initiative in getting young, local people who wouldn't ordinarily go to college into UHM. These young people would, at first, register only for Ethnic Studies courses. This initial step would provide them with an orientation to the University. They then would be free to get into UHM through regular admissions.
 5. The Ethnic Studies Program at Manoa sees itself providing services to the community colleges and high schools by supplying resource material, developing curriculums for public schools, and helping start Ethnic Studies courses and helping develop Ethnic Studies Programs at the community colleges.
 6. In order to carry on our work, we need to maintain a functional resource center. To be included in the resource center are lists of speakers and topics, audio-visual material, a calendar of community meetings, hearings, and other ethnic events, and a consolidation of all readings, publications, charts, photographs, maps and other resources used in instruction.
 7. We plan to have our 200 level courses approved as options in group I of the social science core requirement.
- C. SPECIFICALLY, HOW DO THE PRIMARY AND SECONDARY OBJECTIVES FIT IN WITH THE OBJECTIVES OF THE FOLLOWING:
1. College of Arts and Sciences:

In developing the discipline of Ethnic Studies, which is the primary objective of the Program, the goals and objectives of the College of Arts and Sciences are constantly incorporated.

 - a. Students need to understand their past, in order to understand their present and to deal with their future. An understanding of one's own cultural heritage and that of other persons in our culturally diverse society is important to understanding present-day cultural interactions.
 - b. Ethnic Studies courses examine the economic and political forces which influence the changes of social values, ideas and institutions.

- c. The courses also trace the development of cultural stereotypes.
- d. A history interpreted by the dominant culture, according to its values and goals, has been passed on to us. The discipline of Ethnic Studies seeks to balance this history by developing an alternate interpretation. Ethnic Studies researches, records and presents the history of the experiences and culture of ethnic minorities.
- e. Students are encouraged to compare and analyze the past in light of this new perspective and to make judgments of conflicting interpretations.
- f. In practice, Ethnic Studies relates various independent disciplines. Methods and precepts of History, Sociology, Political Science, Anthropology, the Culture and the Arts are combined and applied in the development and teaching of Ethnic Studies.
- g. Hopefully, students that have taken these courses will be motivated to continue to apply a discerning and critical analysis of historical, anthropological and sociological records and accounts.
- h. The Ethnic Studies Program concentrates on the ethnic groups of Hawaii - Hawaiians and other Pacific Islanders, Asians, (Japanese, Koreans, Chinese, Pilipinos) and Caucasians and their interaction with each other, within the American culture. Hawaii's geographic location midway between continental America and Asia has provided the setting for the interchange. The College of Arts and Sciences has the unique opportunity of studying (researching) these experiences.

2. UH Manoa

- a. Ethnic Studies courses are designed to develop the analytical skills of the students. Courses, even the large 200 level courses, provide for individualized instruction which serves to enhance the development of such skills.
- b. The course formats allow for and encourage the development of analytical skills. Lecture presentations are combined with lab discussion and participation and with project work. Lectures present theories, concepts and facts. Labs are designed for the students to further discuss and analyze these concepts and facts and to apply appropriate standards and make their own judgments. Project work is designed to involve the students with the practical application of the theories and concepts to a particular problem area.
- c. 200-level courses introduce students to the central concepts of ethnic studies and provide students the experience in applying the methodology in examining problems. 300-level courses pick up where the 200-level courses left off and take the student to a higher level of understanding and analytical competence.

- d. A student with a broad background in Ethnic Studies is thereby equipped with analytical skills applicable and usable in any field of endeavor. He or she will have had experience in applying scientific methods of research in examining particular ethnic problems and in applying the general concepts of ethnic studies to real-life situations.
- e. The student is also equipped with a better understanding of his or her own ethnic background and history and that of people of different ethnic origins. He or she should have a knowledge of Hawaii's ethnic groups, their cultural values, their successful and unsuccessful experience in Hawaii, the interaction among the ethnic groups and the experiences and conditions which they have in common.
- f. The student should also have a firm understanding of present day conditions in Hawaii and the historical reasons and conditions which led up to the present.
- g. Prepared with these skills and knowledge the student should be ready to continue in a specialized academic field or to go into the community and work.

D. WHAT IS THE RELATIONSHIP OF YOUR PROGRAM TO OTHER PROGRAMS AT THE UH?

1. Within the College of Arts and Sciences

- a. Within the College of Arts and Sciences, ethnic studies staff members have cooperated with staff members of other departments on a one-to-one basis. Ethnic Studies staff members have spoken in classes of such departments as History and Sociology.
- b. Reading materials, tapes, films and slide shows from our resource center have been lent out, on request to individual professors from other departments.
- c. In addition to this, programs such as the Pacific Islands Studies Program have invited Ethnic Studies staff members to give input in planning programs of action.
- d. The Liberal Studies Program directs students who wish to construct a major around Hawaii and ethnic groups in Hawaii to the Ethnic Studies Program. The Hawaiian Studies Program, which is administered by the Liberal Studies Program, includes three of our courses in their curriculum.
- e. Three of our courses have also been approved by the language departments as cultural equivalent that will fulfill the second year of the foreign language requirement. The Pacific Islands Studies Program has also included our 300-level courses in the list of possible courses which count toward the Master's degree.
- f. Here again, it is important to note that among our secondary objectives is that of having the Ethnic Studies 200-level courses approved as options in group I of the Social Science core requirements.

- g. In relation to the question of overlap, we call attention to the orientation, perspective and materials presented in Ethnic Studies courses. The focus is on Hawaii's ethnic groups. It is assumed that courses, under the general heading of American Studies, deal with the experiences of specific ethnic groups throughout America, in general and use a conventional perspective. Theoretically, no overlap exists.

Our program takes an interdisciplinary approach to the study of Hawaii's ethnic groups. We research, record and present the experiences of these ethnic groups from their perspective. It is important to offer students an alternate perspective. To fully develop this research and analysis in this way requires an integrated program with its resources devoted solely to this pursuit.

2. Outside of the College of Arts and Sciences, within UHM -

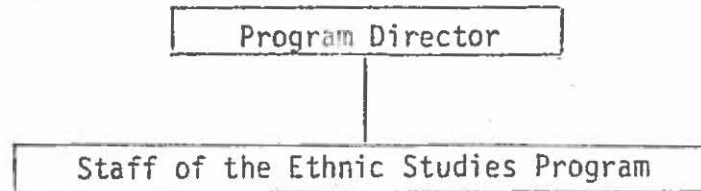
- a. Our relationship to the rest of UHM is much the same as it is to the College of Arts and Sciences. Guest lecturers, reading material, films, slide shows, etc., have been requested by Education, Human Development, Social Work, and even Military Science. A few professors in Social Work have consulted with us in terms of developing curriculum for courses dealing with field work locally.
- b. We have worked with the East-West Center to sponsor the "Executive Order 9066" exhibit on the Japanese Internment during World War II.
- c. We also have a healthy working arrangement with ASUH and Campus Center Board in developing educational programs and symposia about Hawaii related subjects.

3. Within UH system, outside UHM

- a. Again, we receive many requests from community college instructors for guest lecturers, reading material, films, slide shows, etc.
- b. In the past, we have utilized community college instructors as part-time members of our staff. This semester some of our staff members will begin to develop and teach Ethnic Studies courses in the community colleges in part-time positions. At present we have staff members who are teaching Ethnic Studies at UHM, and at Honolulu Community College and Windward Community College simultaneously.

II. DEPARTMENT ORGANIZATION

A. ORGANIZATIONAL CHART



B. COMMITTEES

Presently, we have no standing committees or ad hoc committees. Our Program is run on a completely democratic basis. Everyone from the director to student help has one vote in our weekly staff meetings.

The staff, determined as anyone on the payroll, ranges between 40 to 50 people from semester to semester.

Every Monday the staff assembles to consider hiring and budget, curriculum proposals, and other matters concerning the Program. All major decisions must be approved by this body. From time to time we find it necessary to set up committees to carry out tasks such as legislative lobbying, faculty search and evaluation. The general body selects the members of these task committees and outlines their responsibilities. After the tasks have been completed, the committee reports back to the general body for approval and/or action.

III. PROGRAM IMPLEMENTATION

A. TARGET GROUPS

1. DATA ON STUDENTS (see Chart 3)
2. DATA ON STUDENTS (N/A)
3. MAJORS (N/A)
4. CROSS-OVER STUDY (Fall 1972)

aa. College of Engineering	21
bb. Agriculture	12
cc. Human Resources Development	48
dd. School of Nursing	9
ee. Unclassified	21

5. DATA ON STUDENTS (N/A)

6. DATA ON STUDENTS (N/A)

7. DATA ON STUDENTS (N/A)

8. OTHER CHARACTERISTICS OF TARGET GROUPS NOT LISTED ABOVE (N/A)

B. FACULTY

1. CURRENT FACULTY (see Chart 8)

2. CURRENT GRADUATE ASSISTANTS (see Chart 9)

3. CURRENT LECTURERS AND CASUAL APPOINTMENT (see Chart 10)

4. INDIVIDUAL FACULTY REPORTS (see individual forms)

5. SUMMARY OF FACULTY POSITION TRENDS (see Chart 11)

6. PERSONNEL ACTIONS

Because of the program status of Ethnic Studies, we have not really had to address ourselves to promotion and tenure matters. We have set up task oriented Faculty Search Committees whenever re-hirings, or hirings for new or vacated courses were necessary. These committees publicize our personnel needs. They then go over the vitae and syllabuses of prospective staff. Following this they call in the most promising applicants for an interview. Finally, recommendations are submitted to the whole staff for decision.

Those courses that already have a staff, set up their own personnel committees. For example, the present staff of ES 200 (about 17 people) will recommend to the entire staff who should be hired for Fall 1974.

The staff as a whole makes decisions concerning position count allocation and money needed per course.

The more important criteria for hiring people in the Ethnic Studies Program are intellectual capability, knowledge of and feeling for Hawaii, ability to work in democratic situations, respect for student views and input, and a commitment to the goals and objectives of the Ethnic Studies Program.

C. AREAS OF CONCENTRATION AND NAMES OF GRADUATE FACULTY QUALIFIED TO DIRECT DISSERTATION IN EACH AREA (N/A)

D. CURRICULUM

1. UNDERGRADUATE CURRICULUM

a. FOR BACHELOR'S DEGREE (N/A)

b. UNIVERSITY OR COLLEGE CORE REQUIREMENTS

ES 200, ES 201, and ES 221 fulfill the cultural equivalent requirement for foreign languages.

c. SERVICE COURSES (N/A)

2. GRADUATE CURRICULUM (N/A)

E. GRADING PRACTICES

1. DEPARTMENT GRADING POLICY

The overall philosophy of the Ethnic Studies Program is that grades are an indication of the teaching effectiveness of the instructor. Our view is that we are here to educate students. We could grade students very harshly, but we view instructors who fail 90% of their students not as hard instructors, but as failures as educators. Some people may say that students can't be trusted and will try by devious means just to get a good grade; or that students don't care whether or not they learn anything. It is our opinion that this is a negative and detrimental view to have about the very people we are supposed to be serving. We feel that students should be given the benefit of the doubt until proven otherwise.

Implementation of that philosophy in the Ethnic Studies Program has taken the form of "A", "B", "I" grading. Students are assigned an "A" for excellent work; "B" for above average work; "C" for adequate work; "D" for poor work. Students who receive "B's", "C's", or "D's" have the option of being satisfied, or taking an incomplete in order to get a better grade. "F's" are not given. If a student has failed the course, he or she is given a "W". In practice, most of the students who receive "C's" and "D's" opt for the incomplete.

In this way, students are not penalized for not knowing the material. Although they may not have done good work at first, they can always improve. The emphasis here is not on rapidity of learning, but on learning itself.

F. ACADEMIC ADVISING PROCEDURES

1. UNDERGRADUATE STUDENTS

Because we offer no major, academic advising takes the form of general advice on what departments or programs students may want to look more deeply into. However, we do give a good amount of assistance to Liberal Studies Majors who wish to concentrate on ethnic groups in Hawaii.

2. GRADUATE STUDENTS (N/A)

G. GRADUATE ASSISTANTS

1. SPECIAL QUALIFICATIONS

We prefer University of Hawaii graduates, although up to this time most of the people we have hired are graduates from mainland institutions. The major point of consideration is their familiarity with the local situation.

2. GUIDANCE AND SUPERVISION OFFERED BY FACULTY

Most of our courses attempt to create a conducive atmosphere for effective team teaching. Faculty, graduate assistants, and student lab leaders operate together in a democratic situation. Faculty members contribute experience and knowledge of where to find materials. The student lab leaders usually know how to best structure instruction and educational techniques to the character of their fellow students. Graduate assistants are seen as faculty going to school to improve their academic and intellectual capabilities.

H. PROCEDURES ESTABLISHED TO ASSIST FACULTY WITH THEIR TEACHING

As stated before, all decisions concerning the Ethnic Studies Program are made by the entire staff. In this situation student lab leaders outnumber the faculty about 40 to 10.

This has meant two things in respect to faculty and their teaching duties. First, faculty members have to rely on persuasion and argument rather than on positional authority for implementation of their ideas. This tends to bring our faculty and students closer together. Second, few conflicts have arisen between faculty and students. Continued discussion of differences has created a mutual respect and understanding of their common goal---creating a valuable educational experience.

IV. PROGRAM EVALUATION

A. COURSE EVALUATIONS BY STUDENTS AND FACULTY

1. PROCEDURES FOR OBTAINING EVALUATIONS

A committee was formed to write up an evaluation form. Committee members were all engaged in instruction so they had a good idea of

what was needed in the evaluation. The proposed evaluation form was then presented to the staff, amended, and then approved. The evaluation forms are passed out in classes during the last week of the semester.

2. SUMMARIES OF COURSE EVALUATIONS FROM THE SOURCES LISTED BELOW:

- a. STUDENTS (attached)
- b. DEPARTMENT FACULTY (N/A)
- c. FACULTY OUTSIDE THE DEPARTMENT (N/A)

3. DEPARTMENT USE OF COURSE EVALUATIONS

Students are asked to evaluate their lab discussion leader, their project leader, the course format, and the course content. The results are used to correct mistakes the lab leader or project leader might be making, and to correct inadequacies in course format and content.

The results are also used in planning workshops on lab discussion techniques and curriculum planning.

B. CURRICULUM EVALUATION

1. PROCEDURES FOR OBTAINING CURRICULUM EVALUATION FROM THE FOLLOWING SOURCES:

a. DEPARTMENTAL UNIT

A task committee, with a representative from each of the major courses, was formed to gather information and put together a review. All members of the staff and interested students were invited to the review. At the review specific curriculums as well as an overall view of the Program's curriculum were evaluated and given direction.

b. PROFESSIONAL ACCREDITATION REVIEW TEAM (N/A)

2. SUMMARY OF RESULTS OF THESE EVALUATIONS

It was found that there was substantial overlap of curriculum offerings in most of the 200 level courses, in that most of them had a section on straight Hawaiian History. There was agreement that the 200 level courses should be mostly survey courses, centering around the particular ethnic group in question. All of the courses concentrated their efforts in dealing with the Hawaii experience. However, they did look at the experience of the particular ethnic groups on the mainland and in the mother country for contrast.

The 300 level courses were to have been looking more into theories and concepts around a specific topic. Whereas on the 200 level information about specific ethnic groups are emphasized, on the 300 level

we expect generalizations of these many experiences. During 1972-1973, because of staffing problems, many of the 300 level courses were also taught as survey courses. We are now in the process of bolstering these courses.

3. DEPARTMENTAL USE OF CURRICULUM EVALUATIONS (see above)

C. OTHER MEASURES OF PROGRAM EFFECTIVENESS

There is a great demand on the part of the University of Hawaii system, public school teachers, universities on the mainland, and community organizations in Hawaii for the resources of the Ethnic Studies Program.

During the Summer of 1973, we sent two delegates to an Ethnic Studies conference at San Jose State. They reported that the problems that plague all Ethnic Studies Programs are similar. But they also reported that, in spite of our relatively short existence, compared to mainland Ethnic Studies Programs, we are further along in understanding local situations and developing materials around that understanding. People in the mainland were also impressed with the methods of instruction we are using, how the Program is organized and working as a unit, and the links we have made with off-campus groups such as community organizations, trade unions and student organizations.

We also feel that our effectiveness shows in the strong and constant demand by students to take our courses, even though we don't offer a major and our courses do not fulfill any core requirement.

V. CURRENT DEPARTMENTAL PHYSICAL RESOURCES

A. PHYSICAL FACILITIES

Presently we occupy five rooms in the temporary buildings located by Auxiliary Services. One room is used as an administrative office (director, secretary, student help, files); another as a workroom (gestetner, xerox machine, typewriters, work tables, paper storage); another as a resource center; another as a conference/meeting room; and the last room serves as a study room/office for the rest of our staff.

This has proved inadequate to our needs; it is also an inconvenience to our students because we are located far from central campus.

B. EQUIPMENT FOR RESEARCH AND TEACHING

1. slide projector (1)
2. tape recorders for oral histories (2)
3. gestetner (1)

C. LIBRARY RESOURCES

1. films (4)
2. tape recorders for oral histories (2)

3. slide shows
4. books
5. copies of articles used by staff
6. copies of articles given to students
7. government agency publications
8. private agency publications
9. newspapers put out by ethnic organizations
10. selected magazines (Concerned Asian Scholars, Ebony, Hawaii Business, Hawaii Pono Journal, etc.)
11. copies of reading packets (anthologies put together by our staff for distribution to students)

D. CAPITAL IMPROVEMENT (none)

VI. FINANCIAL REQUIREMENTS OTHER THAN CAPITAL COSTS

- A. SOURCES AND LEVELS OF FUNDING (see Chart 12)
- B. BREAKDOWN OF DEPARTMENTAL BUDGET (see Chart 13)

VII. DEPARTMENTAL SELF-EVALUATION

A. PRESENT STRENGTHS

1. Staff members of the Ethnic Studies Program have excellent rapport with the students in the courses. This is largely due to the fact that most of the staff itself are students. Authoritative roles are played down, and this in turn leads to greater discussion. The staff can identify with the problems and frustrations students feel, because they find themselves in the same role outside of the Ethnic Studies Program. Grading and curriculum in the Ethnic Studies Program reflect these concerns. Because of this there is widespread student support throughout the Manoa campus for the Ethnic Studies Program.
2. The Ethnic Studies Program has firm ties with a variety of community organizations. Through action projects, students come into contact and work with diverse groups such as trade unions, community tenant's associations, Buddhist churches, and ethnic organizations such as the Chinese Chamber of Commerce and the Congress of Hawaiian Peoples. Here too, there is widespread community support for the Ethnic Studies Program.

3. Through the Ethnic Studies Program, personnel are trained to teach Ethnic Studies. Educational methods, teaching experience, research and intellectual skills, and a thorough briefing of the subject matter are provided to the student lab leaders. Internally, this permits many students with a unique educational experience at UHM. Also in just one and a half years, personnel who have been trained by the Ethnic Studies Program are going out to the public school system and to the community colleges to teach Ethnic Studies.
4. A resource center on Ethnic Studies in Hawaii has been built from scratch. The resource center is crucial to the teaching part of our Program. Other departments at UHM, community college instructors, and public school teachers have also taken advantage of our resource center. Even at this incomplete stage of its development, the resource center has proved an invaluable tool in teaching Ethnic Studies.
5. Perhaps our greatest strength can be seen if one looks at our Program developmentally. There has never been a lack of differing viewpoints and opinions in the Ethnic Studies Program.

At one point in our short existence, individuals in the Program have been seen as either politically dogmatic or anti-haole. Where this has been true, it has interfered with doing scientific research, and occasionally alienated students. To some degree, the dogmatism and anti-haole sentiment arose out of a lack of maturity and confidence. As the Program developed, as scientific research on Hawaii was carried on, and as confidence in our abilities grew, this problem among members of the staff was resolved. However, the Program is still saddled with a negative image. But through contact and dialogue this image is being overcome.

It should be noted that a new direction has been set and the Program re-vitalized after a major changeover of staff and administration. The Program is now oriented to the local experience. Since the changeover, people are being trained to teach effectively, the quality of scientific research has improved immensely, curriculums have been developed and re-developed, little known articles, books, and other resources are now being widely circulated, our ties with community are stronger, student support has never wavered, and a common future direction for Ethnic Studies has been agreed on.

B. DEPARTMENTAL WEAKNESSES

1. Most of our personnel have not worked for a university before. Because of this there has been a lack of expertise in running the Program and an unfamiliarity with the operations of a large university. We sometimes miss deadlines, and we constantly call for aid in looking for the correct forms to fill out and in how to fill them out. However, through experience we are becoming more efficient.
2. Grading has been a problem. Many student lab leaders have never been put in a situation where they have had to evaluate other people's work. Students, knowing this, have sometimes taken advantage of their lab leaders. This is not a problem concerning our philosophy on grading, but one of implementation.

3. Because of a lack of time and resources, we are unsatisfied with the rate of our research. Instruction, which we see as our primary task, consumes most of our time and resources. Democracy within our Program structure is also time consuming (When is democracy not this way?). We require full discussion before anything can be done.
4. We have been validly criticized of being at times disorganized in the classroom. Most of our courses are team taught by an instructor and a number of student lab leaders. We also attempt using innovation in our teaching. Because all of this is new to us, we have been disorganized at times. But we prefer a little disorganization to rigid structure, authoritative delegation of tasks and authoritative efficiency. With experience, a healthy mix of innovation and structure can be arrived at.
5. In the past, we have been isolated from the rest of the University community. This is partly a product of subjective feeling and distrust on both sides. We recognize the fact that our growth as a discipline could be hampered unless dialogue with other departments and the administration is developed. We also recognize the fact that the Ethnic Studies Program has a responsibility to contribute more to the University community.

C. JOB MARKET SUPPLY AND DEMAND (N/A)

D. ACADEMIC DEVELOPMENT PLANS FOR NEXT SIX-YEAR PERIOD

1. CURRICULUM

We plan to add four new courses on the 200 level---Koreans in Hawaii, Samoans in Hawaii, Portuguese in Hawaii, and Puerto Ricans in Hawaii. On the 300 level we will add a course on the "History of Immigrant Labor In-Hawaii" as soon as possible. We would like to get a topics course approved (similar to what Political Science and Sociology have). The topics offered would change from semester to semester depending on where there is interest and what is occurring in Hawaii. For example, a course on the situation of the Pilipino pineapple workers, or a course on Japanese tourists and their effect on molding public opinion towards local Japanese might be offered.

In order to accomplish these tasks we are planning summer research projects, whereby students and staff can do the initial research that will go into the planning of the proposed courses.

2. PERSONNEL

Although it is difficult to outline future personnel plans, in all probability we will continue to seek out people who have a good understanding and gut level feeling of local conditions. Hopefully, some of the individuals on our present staff will sustain their work in the Ethnic Studies Program on a more full-time basis.

We would continue to have part-time instructors. It is still valid to have people whose major area of work is outside of the University community teaching Ethnic Studies.

Advanced degrees as a credential, while important, will still not be considered the primary criteria. For a program like Ethnic Studies experience is more crucial than advanced degrees.

3. ADDITIONAL RESOURCES REQUIRED

- a. slide projectors (2)
- b. tape recorders (3)
- c. 16mm movie projector (1)
- d. Typewriters (2)
- e. paper
- f. office space (4 to 5 more offices)
- g. photographic supplies and equipment (cameras, lenses, chemicals, etc.)

VIII. QUALIFYING REMARKS (none)

PROGRAM REVIEW REPORT

PART II. UPDATE to original Submission by ESP (July, 1975)



UNIVERSITY OF HAWAII

Ethnic Studies Program

June 19, 1975

MEMORANDUM

TO : Beatrice T. Yamasaki
Acting Assistant Vice Chancellor

SUBJECT: Update of the Ethnic Studies Program Review Report

In response to your request for an update of the Ethnic Studies Program Review Report, I am sending you the attached information. In addition to this update and the review information that has already been submitted, we will submit evaluation reports from various community groups and individuals with whom we have worked over the past three years. We are now in the process of implementing the community review of the Ethnic Studies Program.

Please contact me if there are any questions with regard to the information. As mentioned to you in our conversation, this update is brief and general in nature. Members of the staff will be available to meet and discuss the review in further detail. In addition, a more specific report will be submitted on June 30, 1975. The committee that has been set up to update the report will complete their work by then.

We would like to discuss any recommendation that your office will submit to the President with regard to the future of the Ethnic Studies Program, before it is submitted. In addition, we would like to receive a copy of the WASC report when it is received. Thank you.

Davianna Pomaikai McGregor
Acting Director .

The Ethnic Studies Program was established five years ago at a time when demands for such programs were raised by non-white ethnic groups across the nation. Over the years, the Ethnic Studies Program staff has been developing an organized and disciplined approach in research and investigation of the historical and contemporary experiences of Hawaii's various ethnic groups. The Ethnic Studies Program is the one program that is specifically oriented toward and committed to the systematic and consistent development of this history. This work has included all the ethnic groups in Hawaii rather than focussing on any one particular group.

Significant resource and curricula materials have been developed and a sound foundation for further development of the instructional program has been laid. It has reached a level where it can now begin to broaden its scope in research and instruction further.

The Ethnic Studies Program reaches an average of 1200 students per year and has made extensive community contacts. Students are encouraged to learn about the heritage of their own ethnic groups and that of others. They are also encouraged to be knowledgeable and to participate in the affairs of the community in which they live. The Ethnic Studies Program consistently carried on community outreach programs through which they have given support to various community groups. In this way the staff has established extensive community contacts and good community relations. They have served as a link between the University and the community.

The staff of the Ethnic Studies Program has demonstrated a commitment to carrying on the work of collecting, recording and teaching ethnic History despite budget limitations, minimal space and insufficient equipment. A large amount of the research and investigation is carried on without compensation or remuneration in order that the needed resources and materials can be produced and disseminated.

In order to meet its responsibilities on a limited budget and with limited resources, the Ethnic Studies Program staff has called upon many people to contribute their experience and talents toward the development of additional Program resources. The staff has worked closely with faculty from various disciplines, students and community persons from community organizations, labor unions, churches and ethnic organizations. A feeling of mutual respect and confidence has developed between these resource persons and the Ethnic Studies Program students and staff.

An expanding core of persons experienced in the field of Ethnic Studies has been steadily cultivated by the more experienced staff members.

The commitment and dedication of this ever expanding functioning core of staff persons (students, community volunteers and faculty) has made the Ethnic Studies Program what it is today. It is they who will determine the future direction and development of the Program.

This Program fills a critical void of people's history in the educational curricula of the University of Hawaii. This area of study has come to be recognized as an important area for continuation and expansion by the students, faculty and the community.

The Ethnic Studies Program staff recommends the continuation of the Program in the University of Hawaii, Manoa, as a permanent program which will continue to develop and function as an autonomous and independent unit, under the College of Arts and Sciences.

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I. DEPARTMENTAL OBJECTIVES

D. RELATIONSHIP TO OTHER PROGRAMS AT THE UH (ADDITIONS)

1. Within the College of Arts and Sciences

- The persons in the Program have discussed ways to participate more actively with other departments within the College, specially with those related to the study of Asian and Pacific Islands peoples. Plans are being prepared to sponsor a seminar series in cooperation with other Arts and Sciences faculty on topics of current interest.

2. Outside of Arts and Sciences, within UHM

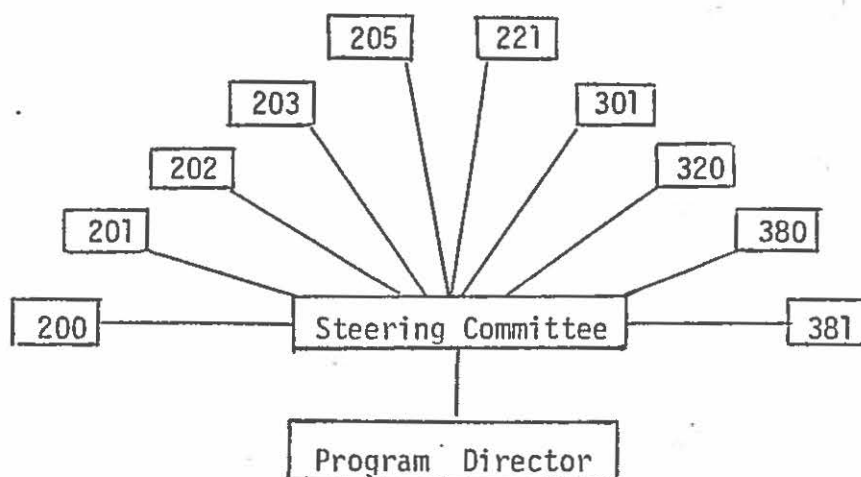
- Over the past year we have made contact with the College of Education to discuss the development of curriculum materials for the high schools.

3. Within UH system, both at UHM and within the system

- State funds have been appropriated to our Program to develop an Oral History Program. In development of the Program, we will seek the participation of University personnel who have experience in the field, to contribute their expertise and experience.

II. DEPARTMENT ORGANIZATION

A. ORGANIZATIONAL CHART



B. COMMITTEES

1. Steering Committee

We have reorganized to form a central steering committee composed of one representative from each of the course staffs. The issues and policies that are proposed for action are discussed by the committee,

then by course staffs. The course representatives to the steering committee then report on the discussion and position of his/her staff. After further discussion by the steering committee a final decision is made. Decisions are reported back to the staffs for implementation by all Program staff.

2. Personnel Committee

The respective course staff is responsible for developing the position description, including weighted criteria, screening candidates, interviewing candidates and recommending prospective candidate(s). The Steering Committee then interviews the candidate(s) who are recommended and submits their recommendation at a general meeting of the Program for final review, interview and approval. For courses with a small staff a special committee is appointed to carry out the hiring process.

3. Academic Committee

A committee has been appointed to work on development of course curricula and to work on the justification for approval of the ES courses as a part of the core requirements of the various colleges.

4. Ad Hoc Committees

As special issues or planning matters arise, persons volunteer to work on special ad hoc committees. At present, there is an ad hoc committee assigned to review and evaluate the 300-level courses that are currently offered and recommend additional course offerings at the 300-level. Committee reports are presented to course staffs through their respective representatives and then discussed throughout the Program, with final discussion and approval by the Steering Committee.

III. PROGRAM IMPLEMENTATION

B. FACULTY

6. PERSONNEL ACTIONS (Changes)

- a) Committee -- The respective course staff is responsible for developing the position description, including weighted criteria, screening candidates, interviewing candidates and recommending prospective candidate(s). The steering committee then interviews the candidate(s) who are recommended, and submits their recommendation at a general meeting of the Program for final review, interview and approval.
- b) In January 1975 the Program staff approved the following criteria for selection as a guideline for the courses to use in developing and weighing criteria for hiring of personnel:

- 1) B.A./M.A. in discipline related to the Social Sciences and/or humanities.
- 2) Background in the historical and present-day conditions in Hawaii in general, and as related to the ethnic group or topic area of the particular course.
- 3) Significant community service work experience.
- 4) Research experience in a field related to Ethnic Studies in Hawaii.
- 5) Willingness to work cooperatively with other staff members in teaching the course and developing course resources.
- 6) Background in the conceptual approach and methodology used in developing the Ethnic Studies Program, UHM.
- 7) Willingness to commit the time needed to carry out the duties of an Instructor in the Ethnic Studies Program.
- 8) Experience in teaching Ethnic Studies in Hawaii.

F. ACADEMIC ADVISING PROCEDURES

1. UNDERGRADUATE STUDENTS

- a) We have worked in close cooperation with the College Opportunities Program staff during the past year to arrange for registration of COP students in Ethnic Studies courses. A special lab and time was set up in the Fall in the Hawaiians course to accommodate the students.
- b) As more students have expressed an interest in majoring in Ethnic Studies or in doing Independent Study in areas related to Ethnic Studies, we have made efforts to work more closely with these students and offer individual and special advice.
- c) We have made a special effort to recruit students in our courses to work as lab leaders in the Program and thereby receive training in research and instruction of Ethnic Studies. We have aimed to develop a core of persons experienced in the field who can earn the academic credentials in the field and eventually instruct and further develop Ethnic Studies at Manoa, other campuses within the UH system, and in our Department of Education Schools. We also encourage students to volunteer their time to help in developing the Program.

H. PROCEDURES ESTABLISHED TO ASSIST FACULTY WITH THEIR TEACHING (Additions)

The purpose of having the Program set up and continue as a single autonomous unit is to promote the development of the individual courses, and course staffs, in accordance with the objectives and methodology of Ethnic Studies.

The Ethnic Studies Program takes a unique interdisciplinary approach in the development and instruction of its courses from the perspective of the common working man and woman of Hawaii's various ethnic groups. The autonomy and unity of the Program has facilitated cooperation in research and development of methodology, analysis and concepts.

Each course is team taught. At the end of each semester a review of each course is conducted. At that time we sum up our past semester's experience and share major break-throughs and advances with each other. We also identify errors that were made and discuss the causes in order to correct the errors and advance. Through the establishment of a Steering Committee, we have facilitated cross-course communication and interaction. Committees have representatives from the various courses as well. This also promotes interaction and cooperation. In the overall this has broken down narrowness in outlook and approach between the courses and contributed to the development of an overall Ethnic Studies Program. Direction is developed and implemented collectively among the staff. The willingness and commitment of the staff to work together and to give the time and energy that is required to reach the common goals and objectives of the Program have been instrumental in the progress that has been made so far.

IV. PROGRAM EVALUATION

C. OTHER MEASURES OF PROGRAM EFFECTIVENESS

- The Ethnic Studies Program has always placed importance on links with the community. We feel that students and instructors gain valuable lessons and experiences by working in the community. They learn by being in real-life situations.
- Students and instructors learn to apply their skills in the real world, to concrete problems and situations facing Hawaii.
- In order to gain a better understanding of what community groups have to say about Ethnic Studies, we have sent out evaluations to various community groups that have had contact with Ethnic Studies. These evaluations will be forwarded as they are received.
- Ethnic Studies has participated in planning with different community organizations and groups. We have provided research material on communities and given support to community struggles.
- We have also worked with various "serve the people" programs in communities and have gotten students involved in many areas of work. Many students continue with these programs even after the semester is over.

VII. DEPARTMENTAL SELF-EVALUATION

A. MEASURES TAKEN TO IMPROVE ON IDENTIFIED WEAKNESSES

1. University Procedures

- a) We are establishing set procedures processes internally to comply with University procedures and processes.

- b) We have reorganized the decision-making procedure within the Program in establishing the Steering Committee.
- c) We are establishing internal deadlines to meet University deadlines.
- d) We are striving to keep informed of and participate more in the established University decision-making bodies.

2. GRADING

We have established standards and a point system which is presented to the students at the beginning of the semester so that they can set their goals for work in the course.

3. DISORGANIZATION IN CLASSROOM

Program staff are gaining in experience. In addition, we are setting up a training and orientation program for our new staff members, so that they can be prepared to carry out the responsibilities in a more organized way.

4. RESEARCH

Staff and students are encouraged to conduct research to improve the resources. We have recently hired student help to coordinate our resource repository and collection. The Legislature appropriated the Ethnic Studies Program funds to develop an Oral History Program. The Program will be set up as a separate unit. Persons who have taught and worked with the Program may work to develop the Oral History Program rather than continue in instruction. The resources developed by the Program will be available to be used by courses for lectures, readings and other instructional resources. We have made a commitment to coordinate the development of the program in recognition of the lack of needed resources in this area.

B. PRESENT WEAKNESSES

1. The weaknesses of the Ethnic Studies Program can be attributed to the deficiencies in resources. These deficiencies are as follows:
 - a) Space and location -- We have fifty persons hired as staff and/or faculty yet only five rooms. We are located far away from the center of the campus which makes it difficult for students to come to the Program for consultation and for project work meetings. We have consistently asked for additional space in a more central location, but have received no additional space or relocation.
 - b) Funding -- The allocation of only 4.25 position counts make it difficult to hire persons to expand the Program. We have spread the position counts so that some persons are hired at only .25. This has presented a problem in stability and for expansion. Our student help allocation has not been sufficient to adequately compensate our lab leaders, in accordance with their qualifications and the amount of time they put in.

2. PROVISIONAL STATUS -- The provisional status of the Program has served to hinder the further development and long-range planning for the Program.

The following has been affected:

- a) Acceptance of the ES courses for core requirements.
- b) Development of a regular "major equivalent" in Ethnic Studies.
- c) Non-tenured positions, which have hindered the application for grants and funding.
- d) The development of the Program as a more regular part of the University with a more regular status with other departments.
- e) Planning for long-range development has been hindered.
- f) Uncertainty of long-range status has also affected the willingness of some of the faculty to make an ongoing commitment.

PROGRAM REVIEW REPORT

PART III. Report of the Arts and Sciences Faculty Review Team
Reply by ESP
Dean Contois REcommendation

C. L. G.

INSTRUCTIONAL PROGRAM EVALUATION

Report of the Review Team for Ethnic Studies.

January 1974

I. The Program and Its Approach.

Ethnic Stock in Hawaii *

Subject	Number	Percent
Caucasian.....	221,339	29.1
Chinese.....	33,750	4.4
Filipino.....	59,429	7.8
Hawaiian.....	7,074	0.9
Japanese.....	199,934	26.3
Korean.....	5,218	0.7
Negro.....	4,986	0.7
Puerto Rican.....	5,728	0.8
Samoan.....	10,025	1.3
Other unmixed.....	4,395	0.6
Mixed, Part Hawaiian.....	139,073	18.3
Mixed, non-Hawaiian.....	70,192	9.2

RECEIVED

FEB 11 1974

ETHNIC STUDIES PROGRAM

Hawaii is unique. The phenomenon of so many different peoples from so many different locations converging in as geographically isolated a place as the Hawaii Islands is unparalleled in human history. It is this fascinating aspect of the islands which is popularly expressed in a widely-held, highly attractive, and very marketable stereotype: Hawaii is the greatest "melting pot" on earth -- a charming even romantic confluence of peoples of diverse ethnic backgrounds merging together in happy cultural and biological fusion. Unfortunately, this stereotype, like most, tends to obscure far more than it informs. In this case, the "melting pot" stereotype ignores extremely interesting and important differences in the sociological, political, and economic experiences -- past and present -- of Hawaii's ethnic groups.

Within the State and the University of Hawaii there is a need to focus academic skills and endeavors upon the problem of ethnicity. The empirical documentation and the study of Hawaii's ethnic groups has until recently been carried out almost exclusively by a dedicated handful of social scientists with membership in the dominant Caucasian culture. Their work reflects a sustained interest and constitutes an invaluable foundation of knowledge. Recent years have seen the emergence of an endogenous interest

* Hawaii State Department of Health and Hawaii State Department of Planning and Economic Development, "Population Mobility in Hawaii during 1971," Population Report No. 1 (April 1973). These figures exclude an estimated 29,298 persons in institutions or military barracks, or on Niihau. The State Statistician, Mr. Robert Schmidt, has recommended these as the best available figures at this time.

in Hawaii's ethnic groups with a resultant focus upon the subjective experiences of island-born members of these groups. This alteration of viewpoint has produced a need for new methodology and techniques in approaching the subject of ethnicity in its local context. The Ethnic Studies Program is designed to meet this need.

Ethnic Studies uses a multi-disciplinary approach to its subject matter. The techniques and methodologies of the disciplines of the Social Sciences and the Humanities form the mainstay of the Program's applied skills. The unique and crucial feature of Ethnic Studies, however, is the special data and experience upon which its skills are applied, for the Ethnic Studies Program of the University of Hawaii focuses upon Hawaii's society as it has existed in the past and as it exists today. Upon this special and, for us, critical field of focus, the Ethnic Studies Program is able to direct its concerns in ways that are quite different from those of any regular discipline department.

Beyond this purely academic concern, however, the Ethnic Studies Program has consciously and purposively adopted an affective approach to the educational process. The students involved in the Program and the ethnic groups which constitute the substance of their concern exist in a state of constant and active interaction. Together they form what might be described as a community, a community in which there are no teachers and students but only a group of human equals sharing their knowledge and experience. The resultant free-wheeling democratic environment posits an educational experience that is just as meaningful and valid as the more standard approach to subject matter. Special affective teaching skills are required of its staff members, skills which, judging from evaluation reports, many of them have and are developing.

The very nature of this approach to and involvement with the ethnic groups of Hawaii has engendered a sense of activism and participation in those associated with the program. Since many of the ethnic groups have a shared sense of being frustrated and/or disadvantaged within their present social context, the Program has naturally enough assumed a stance of protest with regard to many current social problems. Part of the mutual learning and

exchange of information revolves around ways to focus and implement felt social needs; this sometimes involves radical solutions for change. This stance, quite purposeful, integrates completely with the Program's aims and educational methodology.

The style and approach of the Ethnic Studies Program to the educational process is different from that of the established disciplines or the traditional classroom. In such diversity, however, a large university can aspire to greatness. It behooves the University of Hawaii in all its elements to encourage and, wherever possible, to aid the Ethnic Studies Program. With proper support and encouragement it should evolve into an esteemed member of the UH academic community -- with worldwide recognition and respect as a Program that is as unique as its area of interest.

II. Curriculum.

At this moment the Ethnic Studies Program offers a set of 200 and 300 level courses which are not tied into a major course of study. These courses do have a sequential nature with differences of approach at the two levels. The staff has made some good efforts to assemble source readings for some of these courses, and has shown a consciousness of the affective nature of their involvement in the Program. Administratively the Program is functioning within the Liberal Studies Program but has not yet been tied into one of that Program's certificate arrangements. This rudimentary level of the Program's curricular development is partly due to internal dislocations and partly caused by lack of financial support.

Whatever the reasons for the failure to tie into or integrate with larger contexts of program development, the result has been to make it difficult for the interested student to integrate Ethnic Studies work into a degree program, and for interested faculty and departments to understand how they can appropriately interrelate with the Program.

This situation makes obvious a need for a somewhat more developed organizational schema and additional funding for the Program. While some aspects of this will be discussed in the following section on Personnel, the curricular points deserve mention here. The formation of an ad hoc committee of representatives of certain social science and humanities departments with the specific tasks of 1) defining more clearly the

multidisciplinary function of Ethnic Studies courses, 2) selecting Ethnic Studies courses which would fulfill the Social Science core requirements, and 3) exploring avenues for closer relationships between Ethnic Studies and the departments would be a great help in building a clearer curricular image within the University of the role and place of Ethnic Studies. There should also be serious consideration given within the Liberal Studies Program to elevating the Ethnic Studies Program offerings into a more clear cut certification arrangement.

III. Personnel.

The personnel of the Ethnic Studies Program reflect the objectives of the program and also its limited allocations. Since the focus of the Program is upon Hawaii it has been important to develop a staff with special expertise and clear understanding of Hawaii's ethnic groups. Moreover, the affective teaching methodology has made it useful to have a relatively large number of part-time faculty and lab leaders each of whom specializes in his own ethnic group instead of a smaller number of full-time staff each dealing with several groups but with a less subjective approach. The current and future methods of selecting staff appear to put extraordinary weight on non-academic factors (VII.D.2), however, the actual hiring practices seem to give due consideration for academic preparation and experience as tempered by the neoteric nature of the field of study and the relatively low ranks of the staff (one assistant professor, three instructors, two graduate assistants, and fourteen lectures and casual employees).

Although the part-time and "flexibly ranked" staff may serve the pragmatic needs of the Program and the University, there are some negative features to such an arrangement. Section VII, A & B, of the Program's report make note of several of these. This shows a high degree of self-insight on the part of the Program, but it is possible to make some added observations. The relatively low research rate of the faculty could hardly be otherwise given the nature of their appointments, the Program has no full-time faculty. Also none of the faculty with the Program are on a tenure track even though such ranks as assistant professor and instructor which normally demand tenure decisions do appear on the roster.

One can assume that these faculty are intentionally being kept off tenure tracks by employing them at less than full-time. This lends an element of instability and impermanence to the staff, a weakness casting a shadow over the continuity of other aspects of the Program such as curriculum and fundamental objectives. The Program has achieved stability and promising continuity and now needs some form of commensurate stability in personnel.

If focus were to be given to that aspect of personnel in which there is the greatest need for a change of status, then attention must be given to the position of Director. Considering the whole Program and its role in the University, the Director should have a normal full-time position. The dimensions of the job and importance of the Program justify it. While it apparently was suitable for the University to make this a part-time position in the past, it would be a sign of weakness and lack of interest if this were to be continued into the future.

IV. Facilities.

If the University recognizes the place of the Ethnic Studies Program within its academic arrangements, it should supply adequate physical facilities and sufficient equipment for the Program to meet its objectives.

UNIVERSITY OF HAWAII

Ethnic Studies Program
February 14, 1974

MEMORANDUM

TO: Arts and Sciences Senate

SUBJECT: Ethnic Studies Program's Comments on Report from the Arts and Sciences Review Team

In general, we feel that the report presents an objective picture of the Ethnic Studies Program. However, there are three points that the Ethnic Studies staff would like clarified.

1) The report seems to recommend that Ethnic Studies continue as a part of the UHM. Is the recommendation that Ethnic Studies is to become a non-degree granting department (such as General Science), or is it that Ethnic Studies will continue as an experimental program?

2) The report also mentions forming "an ad hoc committee of representatives of certain social science and humanities departments with the specific tasks of 1) defining more clearly the multidisciplinary function of Ethnic Studies courses, 2) selecting Ethnic Studies courses which would fulfill the Social Science core requirements, and 3) exploring avenues for closer relationships between Ethnic Studies and the departments would be a great help in building a clearer curricular image within the University of the role and place of Ethnic Studies."

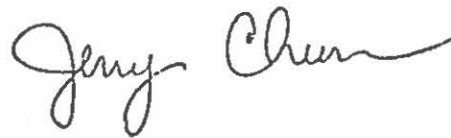
When representatives from the ESP met with the review team for Ethnic Studies, they were of the opinion that an ad hoc committee would be formed for the purpose of working out an Ethnic Studies Major through the Liberal Studies Program and selecting Ethnic Studies courses which would fulfill either the Social Science or Humanities core requirements. Moreover, it was felt that the formation of a "watchdog" ad hoc committee would, in essence, be singling out the Ethnic Studies Program. There are no ad hoc committees for Chemistry, American Studies, Psychology, etc. The question is, what would be the goals and tasks of the proposed ad hoc committee?

3) Page 5 of the review team's report states, "One can assume that these faculty are intentionally being kept off tenure tracks by employing them at less than full-time." We did not have either the option of intentionally or unintentionally keeping faculty off tenure tracks by employing them at less than full-time. It was mandated to the Program through the "Brown Memo".

Although the Ethnic Studies Program should get on tenure track, the question of a full-time director is one that takes much thought and should not be seen as the answer to our personnel problems. First of all, the ESP would need more position counts if we were to have a full-time director.

Secondly, we are not sure if the change of status of the director to full-time, in itself, would help solve the Program's personnel problems. We feel that this is a question that those most close to the situation must answer -- the staff of the Ethnic Studies Program. However, the suggestion is well taken and the staff hopes to have the opportunity to explore this option.

We'd like to thank the review team for putting in so much of their time, and for the splendid job they did. Although we disagree with some of the recommendations, we have found them useful in discussions around stated problem areas.

A handwritten signature in cursive script, reading "Jerry Chun". The signature is fluid and elegant, with a long horizontal flourish extending from the end of the name.

Jerry Chun
Director, Ethnic Studies Program

The Ethnic Studies Program fulfills a meaningful and important function within the University. Its subject matter, the ethnic groups of Hawaii and their role in the State's growth, and its multidisciplinary approach to the social and human aspects of these groups, is the Program's exclusive domain. No other department duplicates this type of activity. Moreover, through its affective approach to the educational process, the Program has involved itself and the University in the local community in a fashion that is educationally meaningful and which offers prospects for interesting future research.

The personnel arrangements within the Ethnic Studies Program are not easily resolved, and may for some time best be left unresolved. The present pattern of part-time, non-tenured positions engenders a sense of impermanence which has affected the image of the Program within the University. On the other hand, the Program's method of staff selection and the communal nature of the Program's activities require a constant, on-going evaluation of all activities and staff which by its very nature makes tenured permanence a hindrance. The problem is really how one proceeds to create an "establishment" within a free-wheeling democratic situation. The Review Team has sought to make a tentative beginning by proposing that the director of the Program should be a full-time, tenure-track member of the faculty in the University.

[illegible]

Year	Division	SCH	N° Cl.	Av.Cl.Sz	Cost/SCH
1970	Lower	1032	6	57.3	59.75
1971	Lower	1767	7	84.14	40.95
	Upper	370	6	20.56	
1972	Lower	1278	6	71.00	53.96
	Upper	528	3	58.67	

F a c u l t y ...	CI2=.75		G1=.50	Fourteen persons are employed as lecturers and casual staff.	
	CI2=.50		G1=.50		
	CI2=.50				
	CI3=.50				

REMOVED

UNIVERSITY OF HAWAII

College of Arts and Sciences - Office of the Dean

MEMORANDUM

June 6, 1974

TO: Dr. Beatrice Yamasaki
Assistant Vice Chancellor
UH-Manoa

SUBJECT: Program Reviews, 1973-74

At its last meeting, the Faculty Senate of the College of Arts and Sciences formally accepted the report of the Educational Policy and Planning Committee regarding the program reviews carried out under that Committee's purview. This action now permits me to formally transmit the results of these reviews to you, and I hereby do so. Also included where appropriate are the results of independent reviews carried out by the Graduate Division.

As you're aware, the College this year has reviewed the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, Botany, Microbiology and Zoology, as well as its interdisciplinary Programs in Biology and Ethnic Studies. The attachments, as well as the materials previously transmitted to you, are the products of these reviews. In accordance with former Vice President Stuart M. Brown's memorandum of February 26, 1973, concerning the "New and Established Program Review and Approval Process", I have thoroughly reviewed all of the pertinent materials. However, my review is not the equivalent of the College's: it is but one minor element of it, the major portion consisting of the work of the various review teams, which was coordinated by this office through our Senate's Educational Policy and Planning Committee.

My conclusions are that the review process has been exceptionally thorough and complete, particularly in view of the magnitude of the job at hand and the time constraints imposed. I can and do support the findings and conclusions of the various review teams assigned to review each of the programs, as well as those of the "subcommittee" which provided an overview based on the review teams' work.

June 6, 1974

It is clear, I believe, that the departments reviewed this year--the biological and social sciences--offer programs that comprise a significant part of what is the very core of any system of higher education. There can be no doubt, therefore, that they should be continued, improved and given very high priority within the University.

That the two interdisciplinary programs reviewed--Biology and Ethnic Studies--are also making unique and significant contributions is also obvious. Because of Ethnic Studies' special status as a "new program", the Regents, according to their own policy, must make an explicit decision in regard to its future, i.e., to give it permanent status, to phase it out over the coming year or to maintain the status quo.

That all of the programs reviewed face serious problems to varying degrees is obvious, too. It is heartening to note, however, that the problems are not intrinsic. Rather, the clear consensus emerges from the review process that they stem basically from the severe budget cuts imposed on the College over the last three years. This is not to say that the situation is not serious. It is. And although the situation is remediable at this time, it will not be in the very near future.


David E. Contois
Dean

Attach.

¹The "subcommittee" was composed of one member from each of the Review Teams plus two members nominated by the SEC from outside the College. The Review Teams were drawn from the membership of the College Senate's Standing Committees--Budget, Curriculum, Personnel and Educational Policy.

PROGRAM REVIEW REPORT
PART IV. WASC Report
Chancellor's Recommendation

Excerpt from
WASC report
received 7/21/75

D. Special Programs

1. Ethnic Studies. The Ethnic Studies Program currently offers courses in the following cultures as they relate to Hawaii: Japanese, Chinese, Filipino, Caucasian, Black, and Hawaiian. In addition, the program offers several advanced courses on special ethnic problems.

The program does not have departmental status, has no major, and is staffed by non tenure-track part-time faculty. There is a sense of isolation from the University regarding the program and its status. The program through a legislative appropriation will have access to \$80,000 for research and publications over the next biennium, 1975-77. This appropriation is separate from that provided the University and is under the exclusive control of the program. The Governor's approval is pending.

The continuance and success of the program depend upon a close working relationship between the University and the program as well as upon mutually acceptable objectives and academic standards. Neither a close working relationship nor the mutuality of accepted objectives and academic standards exists.

K. Ethnic Studies

1. It is strongly recommended that the University and the Ethnic Studies Program work together to bring the program within the mainstream of the University, keeping in mind the necessity for maintaining the necessary academic standards.

University of Hawaii at Manoa

Office of the Chancellor

MEMORANDUM

July 11, 1975

RECEIVED

JUL 17 1975

TO: Dr. Fujio Matsuda
President

ETHNIC STUDIES PROGRAM

VIA: Office of the Vice President for Academic Affairs

FROM: Douglas S. Yamamura *D.S.Y.*
Acting Chancellor

SUBJECT: Ethnic Studies Program

The following evaluation of the Ethnic Studies Program and recommendation on its future status have been made after a careful review of the 1973-74 Program Review Report and two updating reports (dated June 19, 1975 and July 10, 1975), which are attached.

The Ethnic Studies Program seeks to fulfill a worthwhile and viable educational function at UHM by developing a sense of ethnic identity in students through study, discussion, and participation in events in the community. Staff members have worked diligently to implement a difficult innovative curriculum in the face of a lack of continuity in the Program's directorship; and their efforts to assemble original source materials and to direct students' participation in community-service activities, such as those related to the 3-M Council, are highly commendable.

In our view, however, the Program has certain problems that require serious attention and resolution. First, because it has no established body of content, the Program is faced with the problem of developing its own materials, a monumental undertaking even for the most experienced instructor. In this connection, one of the major tasks of the faculty is to organize and direct student research which constitutes the main source of data--interviews with representative segments of the various ethnic populations, examination and evaluation of documents, etc. The instructors for the most part do not have the background required to handle a program of this kind which, because of its innovative and interdisciplinary character, needs highly expert faculty to implement.

Second, emphasis is given to the "affective value" of the Program. It is not clear what is meant by "affective value" of the Program and how this value is related to its academic value, which we consider to be of prime importance in any university program.

Dr. Fujio Matsuda

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Third, the Program's grading system is at variance with the standards established for the campus. There is an abnormally high percentage of A's and an abnormally low percentage of D's, F's, and NC's. Also, the practice of giving students the option of taking an "Incomplete" if they are not satisfied with their letter grades, and of awarding W's in place of F's, is in violation of the UHM grading policy.

Fourth, their criteria for hiring personnel require modification in order to be in compliance with Equal Employment Opportunity policies and procedures, and with overall University standards for faculty appointments.

In view of these principal problems, it is recommended that the Ethnic Studies Program be continued on a provisional basis for two years with the following stipulations:

1. that a review by an outside team be conducted in 1975-76 to evaluate this academic program, its objectives, curriculum, faculty, development and staffing plans, etc.;
2. that this office begin to work with the College Dean and Program Director (1) to evaluate and upgrade the quality of the program relative to faculty appointments, curriculum, and grading policy; (2) to coordinate the Program more closely with the social sciences and humanities; and (3) to find better accommodations for the Program.

We have informed Dean David Contois and Ms. Davianna McGregor of this recommendation. If you wish further details, we shall be glad to meet with you.

Attachments

cc: Dean David Contois
Ms. Davianna McGregor ✓

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